

Fourth Grade Report Card Teacher Rubric 2011-2012

Language Arts					
Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Understands and acquires new vocabulary and uses it correctly in reading and writing (ELA 4R3 a, b, d, e, h, i)	Minimal ability to: a. Read a variety of texts and incorporates new words into oral and written language. Use grade-appropriate words with multiple meaning Recognizes and applies the appropriate usage of homophones, homographs, antonyms and synonyms Identifies and infers meanings from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly)	Inconsistently: Reads a variety of texts and incorporates new words into oral and written language. Use grade-appropriate words with multiple meaning Recognizes and applies the appropriate usage of homophones, homographs, antonyms and synonyms Identifies and infers meanings from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly)	Consistently and independently: Reads a variety of texts and incorporates new words into oral and written language. Use grade-appropriate words with multiple meaning Recognizes and applies the appropriate usage of homophones, homographs, antonyms and synonyms Identifies and infers meanings from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly)	Consistently and independently reads and understands above grade level vocabulary in context	Recognize and apply the appropriate usage of contractions, antonyms, synonyms, prefixes (un, re, dis, in) suffixes (-tion, ous, ly) roots, prefix, suffix, homophones, homographs) to determine meaning of unknown words using context; incorporates new words into oral and written language Teacher made rubrics, running records

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Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Demonstrates comprehension and shows evidence of warranted and responsible explanations and responses (ELA 4R1)	Minimal ability to a. Locate facts that answer the reader's questions. b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). e. Distinguishes cause from effect in context. f. Summarizes main ideas and supporting details. g. Makes perceptive and well-developed connections. h. Distinguishes fact from opinion or fiction. b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed. c. Identifies the speaker of a poem or story. d. Identifies sensory details and figurative language. e. Identifies and shows the relevance of foreshadowing clues. f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.	Inconsistently a. Locate facts that answer the reader's questions. b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). e. Distinguishes cause from effect in context. f. Summarizes main ideas and supporting details. g. Makes perceptive and well-developed connections. h. Distinguishes fact from opinion or fiction. b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed. c. Identifies the speaker of a poem or story. d. Identifies sensory details and figurative language. e. Identifies and shows the relevance of foreshadowing clues. f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.	Consistently and independently. a. Locate facts that answer the reader's questions. b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations). d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect). e. Distinguishes cause from effect in context. f. Summarizes main ideas and supporting details. g. Makes perceptive and well-developed connections. h. Distinguishes fact from opinion or fiction. b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed. c. Identifies the speaker of a poem or story. d. Identifies sensory details and figurative language. e. Identifies and shows the relevance of foreshadowing clues. f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.	Consistently and independently demonstrates comprehension of literary and informational text (uses above grade level text)	Predictions; questioning; recognizing characters, plot, setting; make connections to self and other texts; make judgments and inferences; draw conclusions; self-monitors comprehension

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Reading	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Reading accurately and with prosody in a variety of genres Reading accurately and with prosody in a variety of genres (ELA 4R4 a, b, c)	Minimal ability to a. Use letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Inconsistently a. Use letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Consistently and independently a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems(e.g., phonics and context clues) to determine pronunciation and meaning.b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	Consistently and independently reads with accuracy and expression (above grade level text)	Running record (informal and formal);conference with teacher (reading from text); Reader's theater
Conventions	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Uses conventional rules of spelling, capitalization, and punctuation (ELA 4C1 d, f, g)	Minimal ability to Use conventional rules of spelling, capitalization and punctuation	Inconsistently Uses conventional rules of spelling, capitalization and punctuation	Consistently and independently Uses conventional rules of spelling, capitalization and punctuation	N/A	Identify and use correct spelling through writing samples and anecdotal notes
Demonstrates understanding and control of the rules of the English language (ELA4C1 a,b, c, h)	Minimal ability to use the appropriate application of conventions and grammar in both written and spoken formats	Inconsistently uses the appropriate application of conventions and grammar in both written and spoken formats	Consistently and independently uses the appropriate application of conventions and grammar in both written and spoken formats	N/A	Identify and use singular, plural possessive nouns; identify and uses personal and possessive pronouns; identify and use descriptive adjectives; uses correct verb in agreement with subject. Varies sentence structure; Uses and
Writes legibly in cursive (ELA 4C1 e)	Minimal ability to write legibly in cursive, leaving space between letters in a word and between words in a sentence	Inconsistently writes legibly in cursive, leaving space between letters in a word and between words in a sentence	Consistently and independently writes legibly in cursive, leaving space between letters in a word and between words in a sentence	Consistently and independently writes legibly in cursive, leaving space between letters in a word and between words in a sentence.	Writes legibly in cursive; appropriate spacing between letters and words

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Listening, Speaking and Viewing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
<p>Listens critically and responds appropriately in a variety of genres and media (ELA4LSV1 a-l)</p>	<p>Minimal ability to A. Adapt oral language to fit the situation by following the rules of conversation with peers and adults B. Recall, interpret and summarize information presented orally, C. Use oral language for different purposes: to inform, persuade, or entertain D. Listen to and view a variety of media to acquire information . Responds appropriately to comments and questions. .</p>	<p>Inconsistently A. Adapts oral language to fit the situation by following the rules of conversation with peers and adults B. Recalls, interprets and summarizes information presented orally, C. Uses oral language for different purposes: to inform, persuade, or entertain D. Listens to and views a variety of media to acquire information . Volunteers contributions and responds when directly solicited by teacher or discussion leader</p>	<p>Consistently and independently A. Adapts oral language to fit the situation by following the rules of conversation with peers and adults B. Recalls, interprets and summarizes information presented orally, C. Uses oral language for different purposes: to inform, persuade, or entertain D. Listens to and views a variety of media to acquire information . Volunteers contributions and responds when directly solicited by teacher or discussion leader</p>	<p>N/A</p>	<p>Adapts oral language to fit situation, recalls, interprets, and summarizes information presented orally; uses oral language for different purposes; listens to and uses a variety of media to gain information (video, United Streaming, PowerPoint)</p>
Writing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
<p>Produces writing that has a clear focus of main idea with supporting details (Ideas)(ELA 4W 1, 2, 4)</p>	<p>Minimal ability to Capture a reader's interest by setting a purpose and developing a point of view . Begin to develop character through action and dialogue (Minimal information to develop the idea and/or supporting details)</p>	<p>Inconsistently Capture's a reader's interest by setting a purpose and developing a point of view . Begins to develop character through action and dialogue (Little or no focus on relevant details in a paper)</p>	<p>Consistently and independently Capture's a reader's interest by setting a purpose and developing a point of view . Begins to develop character through action and dialogue (Sustains focus with relevant details in a well developed paper)</p>	<p>Consistently and independently selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length and format requirements</p>	<p>Uses various strategies to capture attention/set purpose across genres; sustains point of view/purpose; creative writing, prompts journals</p>
<p>Uses appropriate organizational patterns and structures to arrange ideas with an introduction, body, and conclusion (Organization) (ELA 4W 1, 2, 4)</p>	<p>Minimal ability to Begin to select a focus and an organizational pattern based on purpose, genre, expectations, audience, length . Use organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers)</p>	<p>Inconsistently Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, length . Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers)</p>	<p>Consistently and independently Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, length . Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers)</p>	<p>Consistently and independently uses appropriate structures to ensure coherence (e.g. transition elements)</p>	<p>Narrative-chronological order; story elements, transitional words; Information-main idea/details; relevant facts; cause/effect; comparison/contrasts Persuasive-stated opinion with relevant facts, statements, details (in speech, brochure, poster, etc) and provides closure by restating opinion; sustain focus, creative writing, prompts, journals</p>

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Writing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Captures and sustains readers interest, aware of audience and controls language (Style) (ELA 4W 1, 2, 4)	Minimal ability to Capture a reader's interest by setting a purpose and developing a point of view	Inconsistently Capture's a reader's interest by setting a purpose and developing a point of view	Consistently and independently Capture's a reader's interest by setting a purpose and developing a point of view	Consistently and independently selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length and format requirements	Narrative-chronological order; story elements, transitional words; Information-main idea/details; relevant facts; cause/effect; comparison/contrasts Persuasive-stated opinion with relevant facts, statements, details (in speech, brochure, poster, etc) and provides closure by restating opinion; sustain focus, creative writing, prompts, journals

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Writing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Uses the writing process in a variety of genres (ELA 4W3 a, b, c)	Minimal ability to Pre-write to generate ideas, develop a rough draft, reread to revise, and edits to correct . Publish by presenting an edited piece of writing to others	Inconsistently Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct . Publishes by presenting an edited piece of writing to others	Consistently and independently Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct. Publishes by presenting an edited piece of writing to others	Consistently and independently uses steps of writing process across genre without prompting	Prewrites to generate ideas; develops rough draft; rereads to revise; edits to correct; publishes a piece of writing, creative writing, prompts, journals
Response to Literature: Demonstrates understanding of text by formulating an opinion supporting a judgment (Minimal ability to A. Capture a reader's interest by developing a point of view B. Demonstrate understanding of the text, formulates an opinion, and supports a judgment C Make connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection D. Use appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text) E. Provide a sense of closure F. May include pre-writing G. May include a draft that is revised and edited H. May be published K. Write a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment	Inconsistently A. Captures a reader's interest by developing a point of view B. Demonstrates understanding of the text, formulates an opinion, and supports a judgment C Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection D. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text) E. Provides a sense of closure F. May include pre-writing G. May include a draft that is revised and edited H. May be published K. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment	Consistently and independently A. Captures a reader's interest by developing a point of view B. Demonstrates understanding of the text, formulates an opinion, and supports a judgment C Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection D. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text) E. Provides a sense of closure F. May include pre-writing G. May include a draft that is revised and edited H. May be published K. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment	Consistently and independently demonstrates understanding of text by formulating an opinion and supporting a judgment in a response to literature without prompting	Formulate an opinion, support with relevant facts/details from text; make connections (text to self, text, world); captures reader's attention; uses appropriate organization structure to ensure coherence Creative writing, prompts, journals

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Writing	Emerging (1)	Progressing (2)	Meets (3)	Exceeds (4)	Comments/Evidence
Persuasive: Writes a persuasive piece that states a clear position and supports with relevant examples, facts, details and anecdotes	Minimal ability to A. Capture a reader's interest by stating a clear position/opinion and developing a point of view B. Sustain a focus C. Include the appropriate purpose, expectations, and length for audience and the genre D. Add supportive details throughout the paper that may include relevant examples, facts and anecdotes E. Use appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews) F. Provide a sense of closure G. May include pre-writing H. May include a revised and edited draft I. May be published ELA4W Begin to include relevant examples, facts, anecdotes, and details appropriate to the audience	Inconsistently A. Captures a reader's interest by stating a clear position/opinion and developing a point of view B. Sustains a focus C. Includes the appropriate purpose, expectations, and length for audience and the genre D. Adds supportive details throughout the paper that may include relevant examples, facts and anecdotes E. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews) F. Provides a sense of closure G. May include pre-writing H. May include a revised and edited draft I. May be published ELA4W Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience	Consistently and independently A. Captures a reader's interest by stating a clear position/opinion and developing a point of view B. Sustains a focus C. Includes the appropriate purpose, expectations, and length for audience and the genre D. Adds supportive details throughout the paper that may include relevant examples, facts and anecdotes E. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews) F. Provides a sense of closure G. May include pre-writing H. May include a revised and edited draft I. May be published ELA4W Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience	Consistently and independently writes a persuasive piece with a clear position supported with relevant facts in a persuasive writing piece without prompting	Uses appropriate organization structures (intro, body, closure); uses appropriate format (speech, brochure ad, movie, book review) States a clear position/opinion/point of view; supports with relevant facts, examples, anecdotes; ends by restating position closure; captures reader's attention